

FP Phonics/Reading – Weekly Overview

For children in our focus provision, we use the Orchard Tracker alongside other strategies adapted from our synthetic phonics programme, that break down ‘Reading objectives’ into smaller, more manageable steps.

Our current cohort engage in two pathways in our approach to reading, that support their learning needs:

For phonological awareness, children participate in phonics sessions that span across two weeks, exposing them to set 1 and set 2 sounds from the Orchard framework.

Each two week unit will incorporate a series of sessions and activities:

Provision	Stimuli	Concrete	Pictorial	Abstract	Application
15min sessions w/ qualified teacher	Set 1/2 sounds introduced verbally	Multi-sensory approach to identifying the graphemes	Matching Activities - to pair the grapheme with pictures that include its initial sound	Forming the letter	Matching the sound to the grapheme
	Children learn letter sounds, which are a mix of alphabet sounds and digraphs. Each letter sound is introduced with actions, stories, and songs.	Children learn how to recognise the form of the letter/s as they are introduced to the sounds. OOR – help children learn to match initial sounds with objects or activities (eg. What’s in the basket?)	The learning environment will be scattered with opportunities to not only apply and match the picture to the initial sound of that week, but to recall previously learnt sounds and match them also, using spaced learning techniques.	Pupils are provided with a variety of different mediums to trace and form the letter/s. - Sand trays - Tracing your finger (chalk) - Different materials and media	Pupils use magnetic boards to match each grapheme to a verbal request from the teacher. They then create CVC words using previously learnt sounds. Forming and then blending.
	Means of Participation	Turn Talk Call and Response Choral Response	MTYT Turn Taking (peers)	Everybody Writes MTYT	Call and Response MTYT Everybody Writes

Whilst participating in teacher-lead sessions, our pupils will be assessed using the ‘Orchard Tracker’.

Orchard Tracker – Step 14: Phonological awareness

Pupils will have the opportunity:

- To match 1 object that begin with the same sound from a selection eg car key dog adult has picture / object of cat
- To match 2-5 objects that begin with the same sound from a selection (specify sound)
- To sort objects that begin with the same sound(specify sound)
- To match 1-5 pictures that begins with the same sound from a selection (specify sound)
- To sort objects that begin with the same sound (specify sound)

Phonological Awareness · Phase 2 phonics - Segmenting and blending

Below is an outline plan for the year, taken from the Orchard Tracker steps 15 and 16. It is worth remembering that children all working at different levels on the Orchard tracker and that teaching and the pace of progression through these sounds are differentiated to ensure that each individual child's needs are met.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To imitate the following sounds b, m, o s, a, t p, i, n To identify the following sounds (selection) b, m, o s, a, t p, i, n	To select the correct object / picture when listening to the segmented word being spoken by adult (CVC c-a-t) ...when listening to the 5 segmented words being spoken by an adult (CVC c-a-t) To select the correct object / picture when listening to 10 segmented words being spoken by an adult (CVC c-a-t) To identify the following phonemes in a variety of whole words b,m, o / s, a,t / p, i, n	To identify the following graphemes in a variety of texts b, m, o To identify the following graphemes in a variety of texts s, a, t To identify the following graphemes in a variety of texts p, i, n	To identify the following graphemes d, g, c, k To identify the following graphemes e, u r, To identify the following graphemes h, f, ff	To identify the following graphemes l, ll, ss To identify the following phonemes j , v, w To identify the following letter sounds – b, m, o To identify the following letter sounds – s, a, t To identify the following letter sounds – p, i, n	To identify the following graphemes l, ll, ss To identify the following phonemes j , v, w To identify the following letter sounds – b, m, o – s, a, t – p, i, n To identify the following phonemes j , v, w / x (sound ks), y, z / zz, qu (sound kw)
To begins to use knowledge of letter –sound correspondence to help predict unknown word when reading To segment the following whole words into separate sounds (orally) – at, sat, pat, tap To segment the following whole words into separate sounds using the corresponding graphemes – at, sat, pat, tap To segment the following whole words into separate sounds using the corresponding graphemes – pin, pan, sit, sip	To segment the following whole words into separate sounds (orally) – pin, pan, sit, sip To segment the following whole words into separate sounds (orally) – pot, sad, mat, pat segment the following whole words into separate sounds using the corresponding graphemes – pot, sad, mat, pat To segment the following whole words into separate sounds (orally) – cat, man, mop, cap To segment the following whole words into separate sounds using the corresponding graphemes – cat, man, mop, cap To segment the following whole words into separate sounds (orally) – leg, peg, pet, rat To segment the following whole words into separate sounds using the corresponding graphemes - leg, peg, pet, rat To segment the following whole words into separate sounds (orally) – run, bun, hit, sun To segment the following whole words into separate sounds using the corresponding graphemes - run, bun, hit, sun	To blend the phonemes into whole words orally (VC or CVC) – s, a,,t, p,i, n To blend the phonemes into whole words orally (VC or CVC) –p, t, d, m, s, o, a To blend the phonemes into whole words orally (VC or CVC) – c, t, n, m, p, a, o To blend the phonemes into whole words orally (VC or CVC) –l, g, p, t, r, n, e, a To blend the phonemes into whole words orally (VC or CVC) –r, n, b, t, h, m, s, d,i, u	To blend the following graphemes into whole words (CVC or VC) - s, a,,t, p,i, n To blend the following graphemes into whole words (CVC or VC) - p, t, d, m, s, o, a To blend the following graphemes into whole words (CVC or VC) - c, t, n, m, p, a, o	To blend the following graphemes into whole words (CVC or VC) —l, g, p, t, r, n, e, a To blend the following graphemes into whole words (CVC or VC) - –r, n, b, t, h, m, s, d,i, u To imitate the following phonemes - ch, sh, th, ng, ee, ai To read the following phonemes - ch, sh, th, ng, ee, ai	

Reading Fluency · Orchard Tracker – steps 14-15

Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly (EEF 2024) We encourage 'Book Skills' taken from OT step 14:

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| To understand that the library is for books and reading | To understand when a book / comic is broken / damaged |
| Look at the left page before the right page | To attempt to follow the text with their finger when being read to |
| To make own personalised book with adult support using pictures (4+ pages) | To make a book to share with the class with support using pictures (4+ pages) |
| To make a book based on own interests with support using pictures (4+ pages) | |

Below is an outline plan for a '**Reading Fluency**' unit, adapted from our mainstream provision.

Introduce the book	Tell the story	Say the sounds	Automaticity	Read the story 1	Rehearse the story	Share/Perform the story
Share the title of the book. Discuss the illustrations and characters. Point out the author and explain what an author is. Point out the illustrator and explain his/her role.	Without reading the actual story itself. Utilise this section to really hook the children, telling a brief summary of the story in your own words.	Introduce a sound- MTYT Show the words in the book that will arise with that particular grapheme. For example, ar and start. Each word to have a corresponding picture so that the print conveys meaning. Repeat this process for all sounds	Read on sight the words previously identified, without explicitly drawing attention to the graphemes modelled in 'say the sounds'.	The teacher will then read the story twice all the way through: - During the first read, the children will watch the teacher read the story, stopping to explain and clarify how it should be read (eg punctuation) tricky vocabulary and meaning. The teacher will also use this opportunity to identify any vital pieces of punctuation that may impact on the performance of the story. - In the second read-through, the children will follow along in their own books, now able to convey meaning to the words on the page. The teacher will then perform, modelling expression, speed, fluency etc.	The teacher will then share 3-5 examples of sentences from the text that may be difficult to read for one reason or another. The sentence will be projected onto the screen for the teacher (as the expert) to recognise tricky graphemes / unusual pronunciations / particular ways of performing as they read in order to model and address misconceptions before they arise.	Pupils will be selected to perform the read as the others follow along. A lot of praise will be offered here as to provide the children with the confidence to read aloud in front of others.

Although we are keen to expose and challenge all of our pupils, it is worth remembering that children all working at different levels on the Orchard tracker and that teaching and the types of question/task set are differentiated to ensure that each individual child's needs are met.

OT Step 14 - Comprehension/Narrative and Story Telling

- To show awareness when an adult sabotages an element of a story - character name (5+texts) / misses page out / changes ending (5+texts)
- To sequence 3-5 given elements of a story in correct order – first next last (5 + texts)
- To sequence 5 given elements of a variety of stories (5+) in correct order - using pictures
- To listen and attend to a short story from beginning to end
- To make a realistic prediction of what happens next in an unfamiliar stories (5+) (given a choice of pictures / verbal cues)
- To turn the pages of a simple familiar book and retell the story with detail using pictures as a prompt (ie child 'read' to adult)
- To relate their own experiences to those in a book and to share their personalized books with their peers
- To follow picture instructions for an outcome (eg sequence of pictures to make a sandwich) across the curriculum eg EAD, UW, Science, S&L, PE
- To find a specific image in a more complex non-fiction book, turning pages to locate it.
- To find the appropriate page to recall events in a story e.g. when asked "Find me the picture/photo where..."